

BEHAVIOUR, RULES, REWARDS AND SANCTIONS

Last reviewed:	August 2019
Next review due:	August 2021
Reviewed by:	Head of Years 7-11 Head of Sixth Form Head of the International School

Guiding principles

Our approach to behaviour, rules, rewards and sanctions flows from the school's ethos, and in particular from the following principles (which form part of the school's statement of Aims and Ethos).

- We aim to maintain a lively, close-knit yet relatively liberal community in which pupils feel engaged, happy and at ease with themselves and with their school environment; in which the relationships between staff and students are 'comfortable' and built more on mutual respect than on imposed formality; in which pupils are encouraged and stimulated to develop academically and personally, and to grow into themselves as confident, thoughtful and considerate people who are ready to move on to the next stage of their lives.
- We aim to foster in students a growing sense of self-confidence, initiative and individual responsibility, and to keep rules to the minimum that we consider appropriate and necessary. Obviously this varies depending on the age group; and it is partly in order to have the flexibility to differentiate in this way that we have wanted to retain distinct buildings for different parts of the school.
- We aim to maintain as much tolerance and flexibility as we possibly can in every area of school life. We value individuality and aim to foster respect for others paying particular attention, among other things, to the protected characteristics set out in the Equality Act 2010. Key to our thinking is the importance of giving students the space to be themselves and to grow and develop in a context in which they feel valued and secure.
- We value frequent and open communication with parents and aim to create the sense of an active partnership in which parents feel involved and well informed.

In accordance with these principles:

- We aim to be fair and consistent, and to focus much more on ways of modelling and reinforcing positive behaviour than on the use of sanctions.
- We believe that all staff have a crucial role to play in helping to maintain the core elements of the school's ethos through their own conduct and through the way they relate to students.
- The rules, and the rewards and sanctions that go with them, are designed to be age appropriate. Some rules apply throughout the age group while others are different for different age groups.

- In addition to conveying clear messages about what is and isn't acceptable, sanctions are, as far as is possible, intended to serve a positive educational purpose rather than to be purely punitive.
- The needs of students with SEND (specific educational needs and disabilities) will be taken into consideration when applying this policy.

Roles and Responsibilities

The Principal is responsible for reviewing this behaviour policy giving due consideration to the school's statement of behaviour principles above. The Principal will also approve this policy and ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

All adults are responsible for managing behaviour on the various school sites

Anti-bullying policy

Bullying, in any form including cyber-bullying, is not tolerated at d'Overbroeck's, and any instances of it will be dealt with promptly and firmly. The school's Anti-bullying Policy sets out our approach to preventing bullying and to dealing with it if and when it does arise.

Illegal drugs, alcohol and smoking

- The possession, use or supply of illegal and other unauthorised drugs is unacceptable. Any of the above activities would constitute a very serious breach of the school's code of conduct.
- Students may not at any time bring alcohol into school premises or be under the influence of it during the school day or in a boarding context.
- Smoking and vaping in any form are not allowed in, or in the immediate vicinity of, any of the school's teaching or residential buildings.

Exclusion

As a measure of last resort, the school reserves the right to suspend or to expel a student, or to ask parents to remove him or her from school, in the following circumstances:

- (a) In response to a serious breach (or several minor breaches) of this policy or of any other school rules; and/or
- (b) If the student's work rate or attendance or conduct (including behaviour or conduct outside school), or any combination of these, are deemed unacceptable;
- (c) If it is believed that allowing the student to remain in school would seriously harm the education or welfare of others in the school;

... and the suspension or exclusion is believed to be in the school's best interests or those of the student concerned or of other students.

As the ultimate sanction, permanent exclusion will generally have been preceded by efforts to rectify the issues causing concern and by appropriate warnings to the student and to his or her parents or guardians.

The school may, however, find itself obliged to expel a student or to require them to be removed immediately and without prior warning in instances of very serious misconduct or where it is believed that the student's continued presence in school may present a risk to others and/or bring the school into disrepute.

Examples of conduct that could merit permanent exclusion include the following, regardless of whether they took place within school or outside the school grounds or school time: serious instances of bullying, including cyber-bullying and any other form of abuse using digital media; inappropriate, abusive or dangerous conduct towards other students or members of staff; supplying, using or acting as a conduit for illegal substances; damage to property; inappropriate sexual behaviour; racist or any other kind of abuse; theft; abuse of alcohol, drugs or other illegal substances; persistent disruptive or anti-social behaviour; and any other serious breaches of school rules, including those relating to boarding and to the acceptable use of IT. Please note that this is not intended to be an exhaustive list, and that there may be other situations where exclusion is considered to be the appropriate sanction.

The school will make reasonable adjustments for managing behaviour which may be related to a student's disability. Where exclusion needs to be considered, the school will ensure that a disabled student is able to present his or her case fully where their disability might hinder this.

The school will always endeavour to act fairly and to take all relevant circumstances into consideration when deciding whether to a student must be suspended, removed or expelled and will, wherever possible and appropriate, consult with parents before the decision is taken.

If parents are unhappy with such a decision, they may ask the school to review it, in which case the Review will be undertaken by two or more members of the school's Board and/or its Local Governing Body.

Review Procedure

To request such a Review, parents must write to the Chairman of the Board stating the grounds on which they are asking for the Review and the outcome they would ideally like. The request must be submitted in writing to the Bursar, in his capacity as the Clerk of the governing body, and must be

received within 7 days of the school's decision to exclude the student being notified in writing to the parents.

The Review meeting will generally be attended by the Review panel members, the Principal, the student and parents. Parents may be accompanied by a friend or relation. It will not normally be appropriate for there to be legal representation at the Review meeting. Parents should inform the Clerk in writing within 3 days of the Review of the identity of the person accompanying them if any.

A Review meeting is a private matter. All those concerned and involved are required to keep the Review meeting confidential unless disclosure is required by law.

The Review will be held as soon as reasonably practicable after receipt of the request from parents. A Review will not normally be held during school holidays; and it will normally take place at the school.

The Review panel will consist of at least two members of the school's Board and/or its Local Governing Body. None of the panel members will have had prior involvement in the case.

The role of the panel is to listen to both sides, consider whether the Principal's decision was fair and proportionate and in accordance with school policy, and decide whether to uphold the decision or refer the matter back to the Principal for reconsideration together with recommendations.

The panel will notify the Principal and the parents of the outcome in writing with reasons and any recommendations, usually within three days of the meeting. The Principal will provide a written response to such recommendations normally within 48 hours and, in the absence of significant procedural irregularity, the Principal's decision will be final.

The school will make reasonable adjustments where the parents and/or the student inform the Clerk ahead of the Review meeting that they have a disability.

Corporal Punishment

The use of corporal punishment is against the law and will not be practised in any aspect of school life.

Conducting a search

In keeping with the relevant DfE regulations, the school reserves the right to search for any 'prohibited items' and for any other items that are banned under the school rules which appear in this policy and in any other written statement of school rules at d'Overbroeck's, including those that apply in the boarding houses.

Such searches are very rare in practice. Where we consider it necessary to conduct a search, this will be done discreetly and sensitively, and in accordance with the policy and procedures set out in the school's policy document on 'Conducting a Search'.

Beyond the school gates

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy against for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct

Physical restraint

Staff are entitled, under the Education and Inspections Act of 1996, to use 'reasonable force' to control or restrain pupils physically in order to prevent them from:

- committing a criminal offence (or what would be a criminal offence if they were old enough)
- injuring themselves or others
- damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

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Related policies and documents

- Physical restraint policy
- Anti-bullying policy
- Substance abuse policy
- e-Safety policy
- Acceptable use of IT agreement
- Parent and student handbooks
- The d'Overbroeck's Contract Terms for parents
- Boarding House rules
- Conducting a search – policy and procedure

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A summary of the main rules, rewards and sanctions used in d'Overbroeck's is given below. This is not intended to be an exhaustive list: fuller versions may be found in the various handbooks for parents and students, and the school reserves the right to introduce new rules and to amend existing ones as the need arises.

I. Years 7-11 (including the one- and two-year IGCSE course for international students)

Code of conduct

Respect your school

- Move around the school quietly and on the left hand side of corridors and stairs in single file. Hold doors open for people.
- Clear up when leaving a room at the end of each lesson, leaving the room as you would wish to find it.
- Keep the school clean and tidy, picking up any litter you see, putting away bags and belongings neatly and treating school property with respect.
- Leave expensive equipment, valuables and chewing gum at home.
- Do not wear hoods or hats inside the school buildings.
- Do not use mobile phones on school premises except in an emergency. And note that students in Years 7-9 are not permitted to use any electronic device at school at any time without the express permission of a member of staff.

Respect yourself

- Always aim to do the very best work of which you are capable.
- Complete all homework fully and to the best of your ability.
- Be part of the community, be reliable and take responsibility.
- Adhere to the dress and behaviour codes.

Respect your lesson time

- The classroom is a place of learning – please help to make the lessons as productive and as enjoyable as possible for everyone.
- Be in class on time every time and be ready to start work immediately with all necessary equipment and any homework.
- Listen, concentrate, participate. Make the most of all lessons.
- Please follow instructions promptly and graciously at all times.
- Food and drink, iPods and other distractions are not allowed in class.

Respect others

- Behave with kindness and courtesy at all times.
- Always treat each other's and school property with respect.
- Use appropriate language at all times.
- Be co-operative and responsible.

- Act in a responsible manner when you are out of school – either on a trip or at the end of the day.

Rewards

These are given for any commendable activity and include: regular verbal praise for hard work and positive behaviour; house credits through ePraise for 'going the extra mile', 'attitude to learning', 'achievement' and 'respect'; milestone certificates for accumulation of house points; accolades for good deeds; letters home; end-of-year prizes; an invitation to tea and cake with the Head.

Sanctions

Negative behaviour will usually incur a sanction, and we aim for sanctions to be appropriate, proportionate and educationally valuable in the long term.

In circumstances of student misbehaviour parents will be informed so that they and the school can work in partnership to rectify the problem.

Sanctions include:

- Loss of privilege / lunchtime detention;
- Brown (or Demerit) Slips – these are issued for minor offences and infringements and are passed through to, and recorded by, the Form Teacher. The acquisition of several of these is regarded as a serious matter and a Red (or Cause for Concern) Slip may be issued.
- Red (or Cause for Concern) Slips – these are issued for more serious matters such as repeated failure to submit homework or inappropriate behaviour in the classroom. If a student receives three of these in any half term period then the Deputy Head will become involved in remedying the situation.
- Community service- such as litter patrol or lunch duties.
- After school detention – these are normally held between 4.00pm and 5.00pm. Parents are informed in advance and dates may not normally be changed once set.
- Being on report for issues relating to behaviour and /or failure to complete homework.
- Withdrawal from class / internal exclusion: this is an option to avoid going straight to exclusion and is a temporary measure, usually only for one day.
- Suspension and expulsion: obviously used only for the most serious offences or for repeated misbehaviour despite warnings.

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II. The Sixth Form

At the core of our approach in the Sixth Form is a desire to maintain an environment in which students are treated as young adults rather than as schoolchildren – an environment characterised by trust and mutual respect in which students are encouraged to take responsibility for themselves and for their

own academic progress and personal development. This is, therefore, not a place that is run through batteries of rules and sanctions. At the same time, clear boundaries and expectations are important, and those rules that we do have are especially important. They can be summarised as follows:

- We will not accept bullying or other forms of intimidation. We can honestly say that this has hardly, if ever, been an issue in our Sixth Form and we are determined to maintain our reputation as a place where every individual is respected and valued.
- No student may supply or take any illegal drugs. If it is believed that a student has broken this rule they may be asked, without warning, to leave d'Overbroeck's.
- Students should be courteous and considerate towards their peers and, outside of school premises, towards members of the public. They should not conduct themselves in any way that risks bringing themselves or the school into disrepute.
- We will do our best to support and encourage students and in return we expect them to attend classes punctually, complete all their set work to the best of their ability, take advantage of the opportunities offered to them and contribute wholeheartedly to the life of the school. Absences, when not justified by illness or other *bona fide* reasons, will not be tolerated. Equally, we expect students to invest time and energy in their work and failure to do this will force us to take action. That response will depend on individual circumstances and how long it takes the student to get back on the correct path.

Successes and outstanding achievements, be they academic or extra-curricular, are celebrated through direct verbal feedback to students and parents, progress reports, entries in the school blog, on the website and in newsletters, the Sports and Activities Awards, awards given out at the End of Year Celebration event at the end of the summer term, etc.

Where there are issues of behaviour that cause us concern, these are addressed with the student by his or her Director of Studies in the first instance. More serious and/or persistent issues will be dealt with as appropriate by the Head of Lower Sixth, the Head of Sixth Form or, where necessary, the Deputy Principal or Principal. Parents will usually be involved.

Failure to complete work and/or persistently poor punctuality may lead to a student being assigned some timetabled private study sessions in the Library during which they can catch up on their work. Depending on the circumstances, this may be for a finite period of time or for the remainder of the academic year.

Persistent issues relating to lack of work, poor attendance and/or disruptive behaviour will trigger a formal Review meeting in which the Head of Lower Sixth or the Head of Sixth Form will meet with parents and student to discuss the issues and to put in place an agreed plan of action. This will be monitored and reviewed in follow up meetings with parents as necessary.

We aim to address all such issues in sympathetic and constructive ways with the aim of achieving a positive outcome. However, we do, of course, reserve the right to resort to more serious sanctions such as suspension or, in extremis, expulsion where the circumstances make such a response unavoidable.

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This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice

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